

School-wide Positive Behavior Support: Building the Foundation of MBI

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The Challenge

- School-wide discipline systems are typically unclear and inconsistently implemented
- Educators often rely on reactive and crisis management interventions to solve chronic problem behavior
- Educators often lack specialized skills to address severe problem behavior
- Resources scarce
- Educators under multiple pressures to meet standards
- Traditional “discipline” methods simply do not change behavior among the most challenging students
- Students with the most challenging behaviors need comprehensive systems of support
- Students have limited opportunities to learn school-based social skills and to receive feedback on their use
- Lack of discipline is viewed as one of the most serious challenges facing public schools
- Teachers report that “uncivil” behavior is increasing and is a threat to effective learning
- There is a link between general level of disruptive behavior and more extreme acts of violence

Typical responses to students

- Increase monitoring for future problem behavior
- Re-review rules & sanctions
- Extend continuum of aversive consequences
- Improve consistency of use of punishments
- Establish “bottom line”
- Zero tolerance policies
- Security guards, student uniforms, metal detectors, video cameras
- Suspension/expulsion
- Exclusionary options (e.g., alternative programs)

However...

“Punishing” problem behaviors (without a proactive support system) is associated with **increases** in (a) aggression, (b) vandalism, (c) truancy, and (d) dropping out (Mayer, 1995, Mayer & Sulzar-Azaroff, 1991, Skiba & Peterson, 1999).

The Good News...

Research reviews indicate that the **most effective** responses to school violence are (Elliot, Hamburg, & Williams, 1998; Gottfredson, 1997; Lipsey, 1991; 1992

Tolan & Guerra, 1994):

- Social Skills Training
- Academic Restructuring
- Behavioral Interventions

Consider....

If antisocial behavior is not changed by the end of grade 3, it should be treated as a chronic condition much like diabetes. That is, it cannot be cured but managed with the appropriate supports and continuing intervention (Walker, Colvin, & Ramsey, 1995).

Importance of Learning History

Contributing Factors - Poverty & Language

Meaningful Differences in the Everyday Experience of Young American Children -Betty Hart & Todd Risley

Contributing Factors -Parent/Child Social Interactions

1) Common Patterns of early learning found in homes of children at-risk for anti-social behavior:

- Inconsistent discipline
- Punitive management
- Lack of monitoring

2) Social Learning

Coercion/Negative Reinforcement (Patterson et al.)

- Present an aversive, remove aversive once the person complies
- “Social skills” to get need met

Contributing Factors - Community (Biglan, 1995)

- lack of pro-social engagement
- antisocial network of peers

Contributing Factors -School (Mayer, 1995)

punitive disciplinary approach
 lack of clarity about rules, expectations, and consequences
 lack of staff support
 failure to consider and accommodate individual differences
 academic failure

Toward a Solution

The answer is not the invention of new solutions, but the enhancement of the school's organizational capacity to:

1. Accurately adopt and efficiently sustain their use of research-validated practices
2. Provide a Seamless continuum of behavioral and academic support for all students
3. Be part of a district wide system of behavior support
4. Increased focus, teacher training, community training, and funding for early intervention

Positive Behavior Support

PBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior

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PBS is not...

Not specific practice or curriculum...it's a general approach to preventing problem behavior
 Not limited to any particular group of students...it's for all students
 Not new...its based on long history of behavioral practices & effective instructional design & strategies

School-wide Positive Behavioral Support (Sugai, Horner, Lewis, Colvin, Sprague, Todd ,Palmer)

- Proactive systems approach to school-wide discipline (NOT a curriculum) designed to be responsive to current social and educational challenges
- Focus on prevention
- Focus on instruction
- Incorporates empirically validated practices
- Incorporate best practice in professional development and system change (teams)
- Emphasizes the use of assessment information to guide intervention and management decisions
- Focus on the use of a continuum of behavioral supports
- Focus on increasing the contextual fit between problem context and what we know works
- Focus on establishing school environments that support long term success of effective practices {3-5 years}

- Expectations for student behavior are defined by a building based team with all staff input
- Effective behavioral support is implemented consistently by staff and administration
- Appropriate student behavior is **taught**
- Positive behaviors are publicly acknowledged
- Problem behaviors have clear consequences
- Student behavior is monitored and staff receive regular feedback
- Effective Behavioral Support strategies are implemented at the **school-wide, specific setting, classroom, and individual** student level
- Effective Behavioral Support strategies are designed to meet the needs of **all students**

Schools with Effective Discipline

- Effective Leadership
 - Work smarter not harder
 - Clarity in direction
- Move Beyond Punishment
- Teach, Monitor, Reward appropriate behaviors before relying on punishment
- Build Durable Systems
- Team-based change
- Establish Commitment
 - School-wide discipline is one of the top three goals
 - Three year time-frame
- Self-Evaluation
 - Build on what works
 - Make all changes **fit** the local environment
 - EBS Self-Assessment Survey

Assumptions/Themes

- Focus on positive proactive programming
- Emphasis on clearly defined working structures
- Teacher/school takes ownership of student learning & behavioral challenges
- Problem behavior = learning error
- High expectations for student success
- High value on learning (academic & behavior)
- Incentives
- **Schools are important & good!**
- Regular, predictable, positive learning & teaching environments
- Positive adult & peer models
- Regular positive reinforcement
- Academic & social behavior development & success

First Steps

- Form a team
- Establish need, priorities, and commitment
- Draft a mission statement
- Develop working structures

- Develop maintenance structures
- “*Work smarter not harder*”

Universal Strategies: School-Wide

1) Lay the Foundation for an Effective System

- Establish a regular meeting schedule for the behavior committee
- Establish a standard system for communicating information within the committee and among staff
- Develop regular opportunities for training on key PBS strategies
- Develop strategies to share information with parents & community

2) Identify Problems

- Analyze needs assessment data and other data to create short and long term goals (*PBS survey*)
- Focus on academic and social behavior practices
- Focus on systems needed to support practices for students

3) Develop Clearly Defined Expected Behaviors to Address Problems

- Set of “rules”
- State positively and succinctly
- Keep to five or fewer

Process

1. List problem behaviors
2. Identify “replacement behaviors” {what do you want them to do instead}
3. Create “matrix” of replacements by settings

Parkade Expectations

Be Kind: include others, use polite words, keep hands to self, help others, be a friend.

Be Safe: hands and feet to self, walk in building, use materials and equipment appropriately.

Be Cooperative: follow directions the first time, take turns, share with others, problem solve, be a team player.

Be Respectful: be a good listener, treat others the way you want to be treated, allow others to be different, acknowledge other's ideas.

Be Peaceful: calm voice, walk quietly so others can learn, calm transitions, keep body quiet.

Be Responsible: take care of self, allow others to resolve own problems, do your job, accept outcomes of your behavior, be honest

4) Develop Procedures for Teaching Expected Behaviors

- Social skill instruction
- *teach the rule*
- *demonstrate the skill*
- *students practice the skill*
- *review and test the skill*
- Embed in curriculum
- Practice, Practice, Practice

5) Develop Procedures for Encouraging Expected Behaviors

- Identify “rule” student met and specific behavior they displayed (verbal feedback)
- Deliver reinforcement
- Tangible to intrinsic
- External to internal
- Frequent to infrequent
- Predictable to variable

6) Revisit Procedures for Discouraging Problem Behaviors

- CONSISTENCY
- Clearly define problem behavior
- Clear distinctions between staff/classroom and office managed behavior
- Establish a continuum of procedures for correcting problem behavior
- Establish data decision strategies for repeat offenses

7) Develop Strategies to Make Data-Based Decisions*Types of Data*

- Office Discipline Referrals (SWIS.org)
- Anecdotal data
- Teacher, student, parent surveys
- Direct observation (behavior counts)
- Archival data (e.g., referrals to special education, attendance, academic performance, grade retention, attendance, suspensions/expulsions)

Making Data-Based Decisions

Purpose

- Needs Assessment
- Help guide on-going instructional and policy decisions
- Evaluation of instructional effectiveness

Needs Assessment

Where do we begin our PBS implementation?

- EBS survey
- Baseline year data
 - Office referrals
 - Attendance
 - Grades
- Parent / community input
- Teacher input

Outcomes

- Action Plan
- Evaluation checkpoints

Data-Based Decision Making

- Determine what questions you want to answer
- Determine what data will help to answer questions
- Determine the simplest way to get data
- Put system in place to collect data
- Analyze data to answer questions

Possible Questions

- Are all procedures in place?
- Can we predict problems?
- How much academic time is lost/gained?
- What are the important outcomes of problem behavior for students and what trends are apparent?

Start with Data That are Simple to Collect

- Staff surveys, checklists, self-assessments
- Office Discipline Referrals/Detentions
 - Measure of overall environment. Referrals are affected by (a) student behavior, (b) staff behavior, (c) administrative context
 - An under-estimate of what is really happening
 - Office Referrals per Day per Month
- Attendance
- Suspensions/Expulsions
- Achievement

Office Discipline Referral Processes/Form

- Coherent system in place to collect office discipline referral data
- Faculty and staff agree on categories
- Faculty and staff agree on process
- Office Discipline Referral Form include needed information
 - Name, date, time

- Staff
- Problem Behavior
- Location

Summarize ODR to Help Answer Questions

- #ODR by location
- #ODR by type of problem behavior
- #ODR/student
- #ODR/day/month
- #ODR/staff member
- #ODR/outcome

Universal Strategies: Non-classroom Settings

Extension of the school-wide set of practices, data-decisions, and systems

1) Identify Setting Specific Behaviors

- Identify problems
 - Student to adult
 - Student to student
 - Student to system
- Generate a list of replacement behaviors {What do you want students to do?} **Matrix**
- Frame in positive observable terms
- Use students' input

2) Develop Teaching Strategies

- Develop social skill lessons
- Provide multiple opportunities to practice
- Develop pre-correction strategies
- Involve ALL staff (and students) in instruction

3) Develop Practice Opportunities & Consequences

- Specific verbal feedback using language of social skills
- Reinforcers / Incentives
- Teach in settings / Practice in settings
- Error corrections
- Uniform standards and outcomes for serious rule offenses

4) Assess the Physical Characteristics of the setting

- Determine which environmental factors contribute to the problem
- Determine which environmental factors can be modified
- If factors cannot be modified, what supervision is required?

5) Establish Setting Routines

- Everyone knows the rules
- Routines established that allow students to demonstrate appropriate skills & minimize problem behavior
- Adult monitoring
- Practice, Practice, Practice

6) Identify and put in place Needed Support Structures

- Reschedule transitions or activities to allow adequate adult supervision
- Insure all supervisory staff are fluent with nonclassroom procedures
- Insure all staff participating

7) Implement Lessons and Routines

- Conduct social skill lessons
- Provide pre-corrections
- Implement support structures (e.g., supervision, altered schedules)
- Implement practice/consequent strategies

8) Monitor/ Evaluate Outcomes (Data)

- Anecdotal data
- Behavior counts
- Office referrals from targeted setting

Parkade Elementary: Recess Plan**Identify rules, expected behaviors, teaching strategies, and feedback system**

- Teachers observed for social skill problems
- Students observed other grade levels for problem spots
- Developed scripted social skill lessons
- Taught social skills in classroom
- Taught social skills on the playground
- Pre-Correct system for staff and students
- Incentive system (loops)
- Data collection system (class lists) to record offenses and compliance
- P.E. teacher reviewed/taught safe use of all equipment
- P.E. teacher, with student input, identified key rules of popular games
- P.E. teacher reviewed rules of popular games
- Classroom teachers and monitors review rules of games

Identify physical contributors and setting routines

- Wait lines pre/post recess established
- Created specific boundaries
- Painted game area boundaries and "wait spots"
- Marked starting point for playground equipment
- Posted rules for games near equipment
- Packaged game equipment (soccer) into hang bags

Universal Strategies: Classroom

Students spend majority of day in the classroom. Every classroom should be the primary setting for teaching, practicing, and acknowledging the school-wide expectations. In addition, all teachers will need to gain fluency in effective classroom management – the challenge will be to build the systems to insure EVERY teacher is fluent with effective strategies.

Needed at the classroom level...

- Use of school-wide expectations/rules
- Effective Classroom Management
 - Behavior management
 - Instructional management
 - Environmental management
- Support for teachers who deal with students who display high rates of problem behavior

Effective Classroom Management

- Behavior management
 - Teaching routines
 - Positive student-adult interactions
- Instructional management
 - Curriculum & Instructional design
- Environmental management

Behavior Management: Rules

- Use School-wide
- Create Classroom specific examples
- Teach
 - Directed social skill times
 - Throughout the day
 - Involve students
 - As new students enter school/class

Behavior Management: Routines

- Establish predictable schedules
- Schedule non-instruction time
 - administration time
 - personal time
- Teach & Practice Routines
 - Student Behavior
 - Adult Behavior

*Behavior Management**Effective strategies...*

- Engage in active decision making
- Circulate around / scan the room
- Pre-Corrects
- Quick pacing
- Attend only to positive behavior where possible
- Provide reinforcement to students who comply with class rules & routines
- Give students task choice

Instructional Strategies: Attention

- Gain/Maintain Attention
- Always use a simple portable cue to prompt students to listen.
- Avoid starting instruction until all students are attending
- Reinforce students who attend immediately
- Provide specific verbal praise to peers to redirect students

Instructional Strategies: Questions

- High Rates of opportunities for students to respond
 - Information before questions
 - Reinforcement for correct responses

Instructional Strategies: Feedback

- Feedback
 - Precise - what they did correct/incorrect
 - When giving “corrective feedback” provide instruction
 - HIGH RATES OF POSITIVES

Instructional Strategies: Errors

- Error Correction (*skill in repertoire?*)
- Signal an error has occurred (refer to rules, "We respect others in this room and that means not using put downs")
- Ask for an alternative appropriate response ("How can you show respect and still get your point across?")
- Provide an opportunity to practice the skill and provide verbal feedback ("That's much better, thank you for showing respect towards others")

Environmental Management (Kerr & Nelson, 1998)

- Do the pupils know what I expect them to do?
- Are there any obstacles to the students performing as desired?
- Do students have the ability to perform as expected?
- What are the consequences of non-performance?
- What are the consequences of desired performance?
- How can I change my instruction to help pupils develop the skills I am trying to teach?

Environmental Management

Establishing expectations (Kameenui & Simmons, 1990):

What do I want my classroom to look like?

How do I want children to treat me as a person?

How do I want children to treat one another?

What kind of information or values do I want to communicate to students about being an adult, an educator, a woman or a man in today's society?

How do I want children to remember me when the last day of school ends and I am no longer part of their daily lives?

Classroom Management: Effectiveness Factors (Kerr & Nelson, 1998)

Total management packages appear more effective than separate components

The most important component of management systems is the application of contingent extrinsic consequences

Group contingencies seem as effective as individual contingencies

The optimum management package appears to be a combination of group and individual contingencies

Data-Decision Strategies

- Monitor teaching effectiveness
 - Peer observations
 - Checklists
 - Student data
- Monitor student performance
 - Direct observation of student behavior

Other

- Time out
- Extrinsic v. intrinsic
- self esteem = success & value
- external = incentive to practice & predictable structure
- Teach throughout the school day

Benton Elementary School Expectations Matrix

I am....	All Settings	Classroom	Hallways	Cafeteria	Bathrooms	Playground	Assemblies
Safe	<ul style="list-style-type: none"> • Keep bodies calm in line • Report any problems • Ask permission to leave any setting 	<ul style="list-style-type: none"> • Maintain personal space 	<ul style="list-style-type: none"> • Walk • Stay to the right on stairs • Banisters are for hands 	<ul style="list-style-type: none"> • Walk • Push in chairs • Place trash in trash can 	<ul style="list-style-type: none"> • Wash hands with soap and water • Keep water in the sink • One person per stall 	<ul style="list-style-type: none"> • Use equipment for intended purpose • Wood chips are for the ground • Participate in school approved games only • Stay in approved areas • Keep body to self 	<ul style="list-style-type: none"> • Walk • Enter and exit gym in an orderly manner
Respectful	<ul style="list-style-type: none"> • Treat others the way you want to be treated • Be an active listener • Follow adult direction(s) • Use polite language • Help keep the school orderly 	<ul style="list-style-type: none"> • Be honest • Take care of yourself 	<ul style="list-style-type: none"> • Walk quietly so others can continue learning 	<ul style="list-style-type: none"> • Eat only your food • Use a peaceful voice 	<ul style="list-style-type: none"> • Allow for privacy of others • Clean up after self 	<ul style="list-style-type: none"> • Line up at first signal • Invite others who want to join in • Enter and exit building peacefully • Share materials • Use polite language 	<ul style="list-style-type: none"> • Be an active listener • Applaud appropriately to show appreciation
A Learner	<ul style="list-style-type: none"> • Be an active participant • Give full effort • Be a team player • Do your job 	<ul style="list-style-type: none"> • Be a risk taker • Be prepared • Make good choices 	<ul style="list-style-type: none"> • Return to class promptly 	<ul style="list-style-type: none"> • Use proper manners • Leave when adult excuses 	<ul style="list-style-type: none"> • Follow bathroom procedures • Return to class promptly 	<ul style="list-style-type: none"> • Be a problem solver • Learn new games and activities 	<ul style="list-style-type: none"> • Raise your hand to share • Keep comments and questions on topic

